



Africa Regional Higher Education Summit

Higher Education for Development



Expanding Partnerships to Strengthen Africa's Higher Education Institutions

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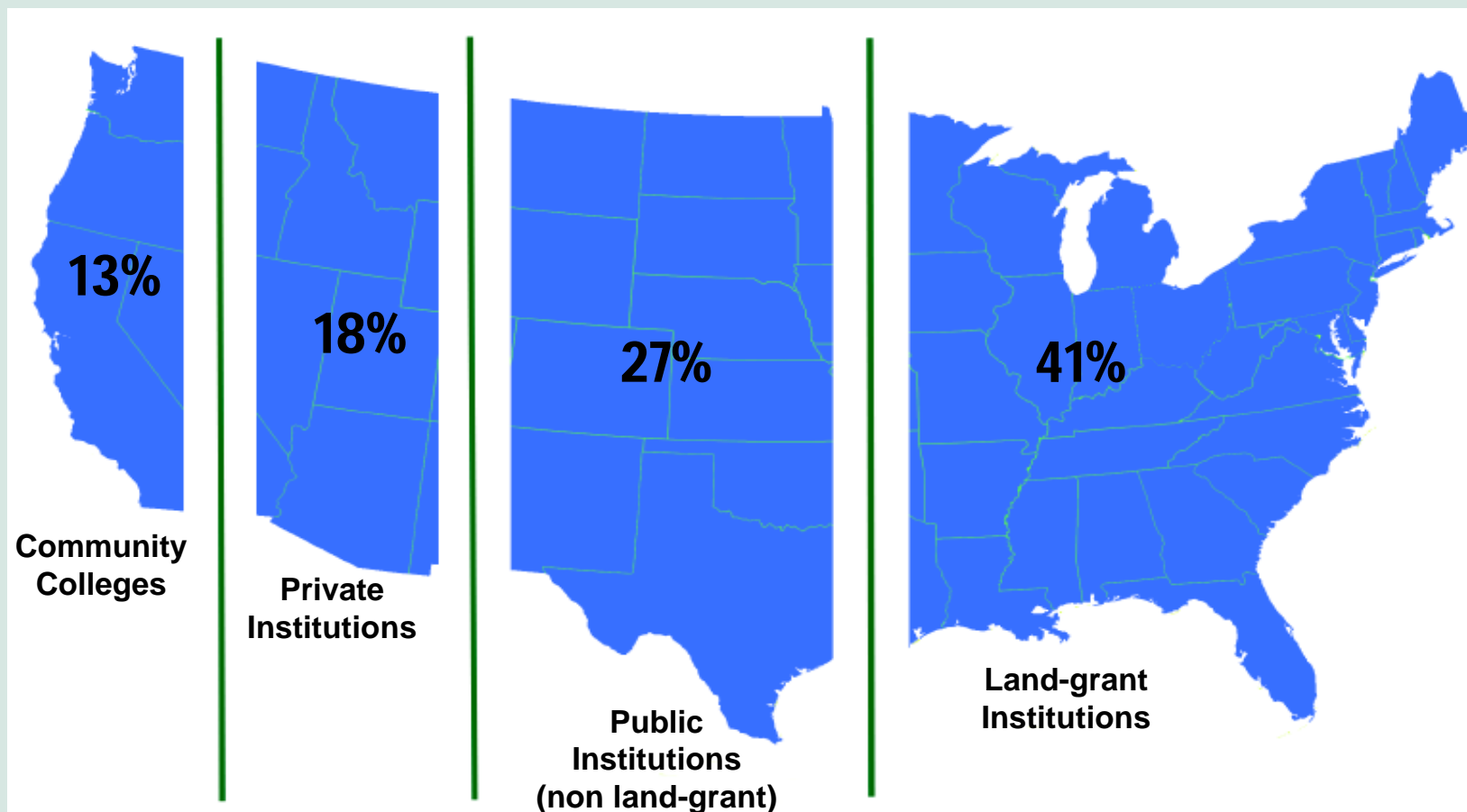
What is Higher Education for Development (HED)?

- HED mobilizes the expertise and resources of the higher education community to address global development challenges.
- HED manages a major program of **international partnerships** between U.S. and overseas higher education institutions funded primarily by the U.S. Agency for International Development (USAID).
- HED manages a **competitive awards** program to select the strongest applications for the partnerships.



HED Partnerships Involve All Segments of the U.S. Higher Education Community

Percentage of Partnerships by Type of Institution





300 Partnerships in 60+ Countries Worldwide

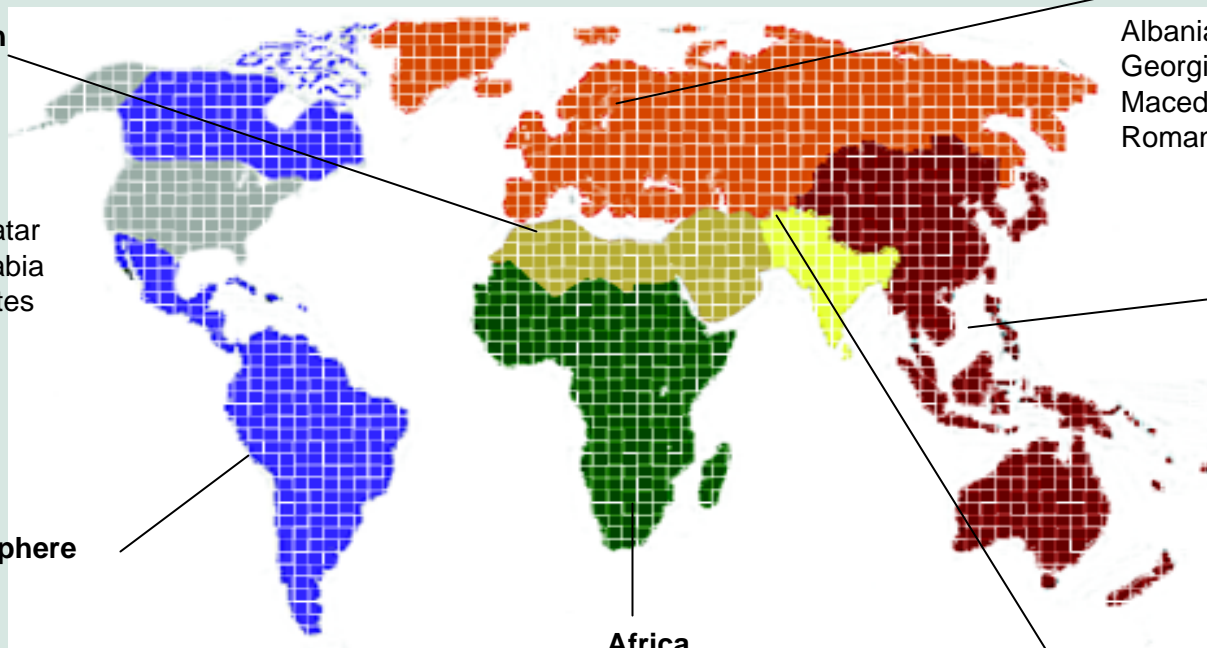
One-third with African Higher Education

Near East & North Africa

Algeria - Bahrain
Egypt - Jordan
Lebanon - Libya
Morocco-Oman-Qatar
Tunisia - Saudi Arabia
United Arab Emirates
West Bank/Gaza

Western Hemisphere

Bolivia - Brazil
Colombia
Dominican Republic
El Salvador - Peru
Guatemala - Guyana
Honduras - Jamaica
Mexico - Nicaragua



Africa

Angola - Benin - Botswana - Congo (DRC)
Eritrea - Ethiopia - Ghana - Kenya - Lesotho
Malawi - Mali - Mozambique - Namibia
Nigeria - Rwanda - Senegal - Somalia
South Africa - Tanzania - Uganda - Zambia

Europe & Eurasia

Albania - Croatia
Georgia - Kosovo
Macedonia - Russia
Romania - Ukraine

Southeast Asia & Pacific

Cambodia
Indonesia
Laos
Philippines
Sri Lanka
Thailand
Vietnam

South & Central Asia

Afghanistan - Bangladesh
India - Kazakhstan - Nepal
Kyrgyzstan - Uzbekistan



Key Components of Successful Partnerships

1. Collaboratively designed and implemented

- local context
- ownership in host country

2. Relationships built on trust

3. Equitable distribution of funds





Key Components of Successful Partnerships

4- Adaptable

- Political, civil unrest, environmental-health emergencies
- Visas, engaging women/indigenous populations, undergraduates vs. graduate-level programs

5- High levels of institutional support



Photo: University of Southern California, Daystar University, and Moi University assist orphans and vulnerable children through NGO coalition building after post-election violence in Kenya, 2008. Thousands of displaced persons assisted in Eldoret.



Example of Adapting to Changing Realities

University-NGO Coalition-Building Initiative

University of Southern California/Daystar University/Moi University



Assisted orphans and vulnerable children coordinating with NGOs after post-election violence in Kenya, 2008.

Thousands of displaced persons assisted in Eldoret.



Evidence of Impact

1. Influence national policy
2. Effects beyond the university campuses into the communities
3. Disciplines strengthened through joint academic research, updated, more relevant curricula and classes



Evidence of Impact

4. Enhanced prestige and reputation of host-country institutions
5. Improved teaching methods and curricula design result in increased learning
6. Improved human and institutional capacity helps address global development issues.



Cost Efficient Higher Education Partnerships

1. Access to the best and the brightest U.S. academics, researchers, technical experts through their universities
2. Substantial contributions through cost share
3. Ongoing, long-term, low cost, or free academic commitments frequently endure after the formal funding agreement ends.



Cost Efficient Higher Education Partnerships

4- Senior faculty in host countries gain skills and develop relationships for policy advising and engaging the private sector.

5- U.S. and overseas institutions are enriched through cross-cultural opportunities, global perspectives on classroom discussions, and internationally focused research related to development.



Summary from a Decade of U.S. Africa Partnerships

African higher education requires:

1. Continuing institutional and faculty strengthening
2. Quality monitoring and accreditation standards
3. A focus on extension and public service, and
4. Viable plans to fund institutional growth.

These requirements must also be addressed within a context that includes a rapidly growing university segment.



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